DOCUMENT RESUME

ED 366 787 CE 065 668

TITLE	High School Followup Survey. Looking Back: Analysis of Student Views, Outcomes, and Recommendations.
INSTITUTION	Salt Lake City School District, Utah.
PUB DATE	Oct 92
NOTE	41p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Educational Attainment; *Employment Patterns; Followup Studies; Graduate Surveys; *High School Graduates; High Schools; Job Satisfaction; Outcomes of Education; *Program Improvement; *Relevance (Education); *School Attitudes
IDENTIFIERS	*Salt Lake City School District UT

ABSTRACT

A study examined the views, outcomes, and recommendations of members of the graduating classes of 1986-87, 1989-90, and 1990-91 of Salt Lake City School District's high schools. Of the 3,990 survey instruments mailed to potential respondents, 1,010 were undeliverable and 1,292 surveys were returned for an overall district response rate of 43.36%. Of the respondents, 53% were in school and working, 19% were in school without a job, and 19% were working and not in school. Fifty-two percent had pursued a college preparatory program while in school, and 64.3% had completed some postsecondary education below the bachelor's level. When asked how well high school had prepared them for their present job, 17% responded "more than adequately," 34.4% responded "adequately," and 13.9% responded "less than adequately." On a 5-point scale, the respondents rated their satisfaction with their job's location, working conditions, and career potential as 4.09, 3.88, and 2.86, respectively. The respondents offered the following recommendations: increase practical "real-life" courses, increase career guidance in planning for the future, raise teacher expectations for students, increase college preparatory/advance placement programs, and increase emphasis on developing writing skills. (Appended are the survey instrument, survey-related correspondence, and a survey cost summary. Seventeen figures/tables are included.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 366 787

High School Followup Survey

Looking Back

Analysis of Student Views, Outcomes, and Recommendations

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B Hall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Salt Lake City School District
October 1992

CE 065 668

BEST COPY AVAILABLE

High School Followup Survey

Looking Back

Analysis of Student Views, Outcomes, and Recommendations

Salt Lake City School District
October 1992

©1992 Salt Lake City School District

ACKNOWLEDGMENTS

This study was conducted and made possible through the combined efforts of the following individuals. Without their continued help and assistance a study of this size and scope would not have been possible. Their efforts have been greatly appreciated.

East High School • Kay Petersen, Principal

Betty Kerr, Dianna Partner, Sherry Powell, and Paul Smith

Highland High School • Ivan Condese, Principal

Adele Collipriest, Carol Hall, Kathryn Hayes, Debbie Robinson, and Jenny Williams

Salt Lake Community High School • James Andersen, Principal

Barbara Floisand, and LaVon Linnell

West High School • Harold Trunnel, Principal

Shirley Anderson, and Joyce Durrant

Salt Lake City School District • Mary Jean Johnson, Assistant Superintendent

Richard Boyden, Lenna Ells, Jan Keller, Mike Marelli and Gary Smith

Special thanks to East High School, Tom Kemp's alternative education students and the following student office aides: Carolyn Adams, James Burson, Candice Cook, Joshua Denison, Lauren Elsworth, Annette Evans, Ann Gates, Forest Harrison, Chris Heyn, Toya Liggins, Cammy Preece, Meagan Potter, Dan Rogan, Colby Ryder, Tanya Sauter, Tracy Shiotani, Amy Singley, Jennifer Torres, and Amy Udall.

I would like to express my appreciation and thanks to the Survey Services - Research Division of ACT, specifically, Randy McClanahan who continues to provide an extraordinary degree of support and technical assistance and to Debbie Spafford for her assistance in preparing survey material to be mailed and in providing initial data analysis.

Bo Hall, Project Coordinator

Salt Lake City School District
440 East First South
Salt lake City, Utah 84111-1898
(801) 322-1471

Table of Contents

Cover Page 01

Acknowledgments 02

Table of Contents 03

Introduction 04

Survey Overview 05

I. Instrument Selection 06
II. Procedures 07
III. Response Summary 08
IV. Preliminary Considerations 09
V. Background Information 10
- A. What students are presently doing 10
- B. Course of study selected by students 11
- C. Grade point average 12
- D. Highest education level 12

VI. Continuing Education 13
- A. Post secondary plans 13
- B. Relevance of high school for continuing education 13

VII. Employment History 14
- A. Work Experience 14
- B. Relevance of high school for employment 14
- C. Relevance of present position 15
- D. Job satisfaction 15

VIII. High School Experience 15
- A. Satisfaction with high school 15
- B. Students quality rating of high school courses 16

IX. Questions of Local Interest 17
- A. How well students applied themselves in high school 17
- B. When students choose a career 17
- C. Most and least valuable aspects of high school 18

X. Student Recommendations 19
- A. Increase Practical "Real Life" Courses 19
- B. Increase Career Guidance in Planning Your Future 19
- C. Raise Teacher Expectations for Students 20
- D. Increase College Prep/Advance Placement Programs 20
- E. Increase Emphasis on Developing Writing Skills 21

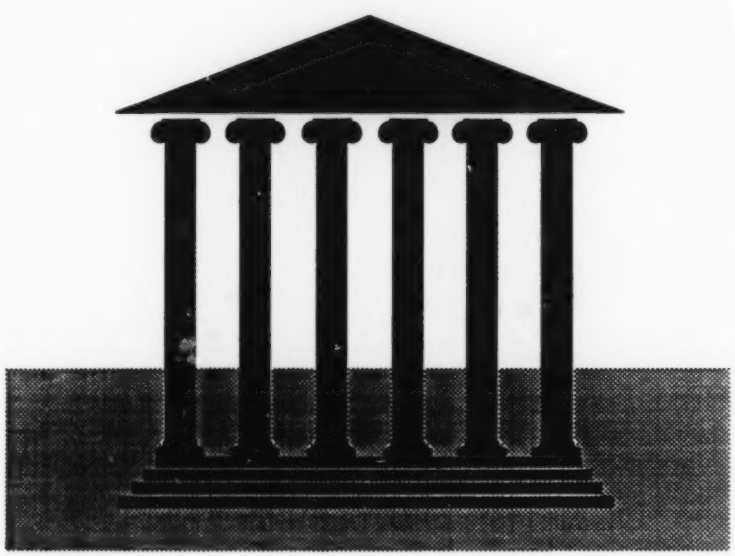
Appendix Contents 22

Survey Instrument 23
Locally Developed Questions 27
Cover letter for First Mailing 29
Mailing Envelope 30
Follow-Up Postcard 31
Cover letter for Final Mailing 32
Cost Summary 33

Introduction

Evaluation studies that assess and report student opinion and outcome data are seldom used and their findings reported by school systems. However, this information represents an important component in determining how well schools are performing. Therefore, the goal of this study was to determine what former Salt Lake City School District students were doing since leaving high school and to ascertain what values they placed on different aspects of their high school experience.

The findings reported here represent an analysis of student views, outcomes, and recommendations. These findings should validly reflect student perceptions of the learning environment and their attitudes about the quality and effectiveness of the schooling they received while students in this district.



Survey Overview

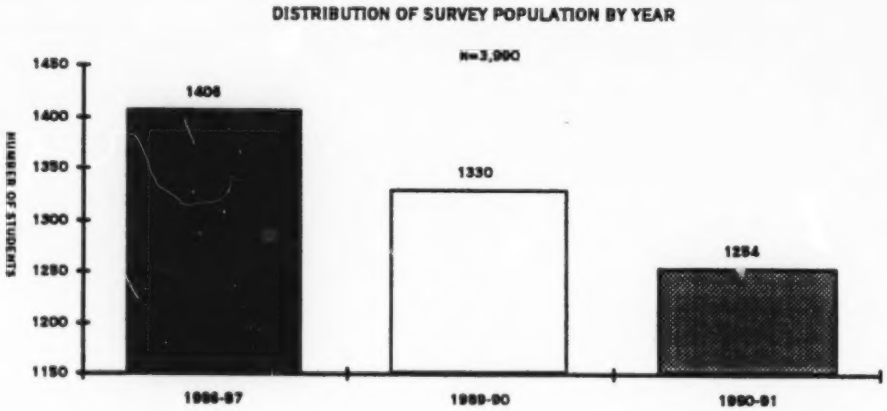
Salt Lake City School District has consistently gathered information to help evaluate its programs in order to better meet the needs of the students it serves. During the last decade, information demands have expanded sharply, requiring more and varied types of data. The increasing costs of education, combined with the call for higher educational standards, have led to increasing demands to assess the quality of students' education. The views of former students play an important role in the review process. This information provides an additional source of data concerning the district's success in accomplishing its educational mission.

This report presents the results of a six -month study conducted by Salt Lake City School District staff during the winter and spring of the 1991-92 school year. The report examines the opinions, impressions, and concerns of former students who attended high school in the district.

The study included three graduating classes. Any student who was a member of the 1986-87, 1989-90, or 1990-91 senior class and was enrolled after October 1 in their respective year was targeted as a participant for the study. To give every former student an opportunity to respond to and eliminate research problems associated with sampling size and bias, the survey instrument was sent to every former student.

Presently, the Salt Lake City School District operates three comprehensive high schools (East, Highland, and West) and one alternative high school (Salt Lake Community High). During the 1986-87 school year some former students attended a fourth comprehensive high school, South, which was permanently closed by the Board of Education after the 1987-88 school year. Follow-up with former South High students was accomplished by geographically assigning students to one of the three remaining high schools. The distribution of the population used in this survey is represented in Figure One and represents a total of 3,990 potential participants.

Figure 1: Distribution of potential survey respondents



I. Instrument Selection

Several discussions were held regarding the relative advantages and disadvantages of using a locally developed instrument versus a commercially developed instrument. During the initial planning stages a careful review of available survey instruments was conducted. The consensus was to select a commercially developed survey instrument produced by the American College Testing Program (ACT) Evaluation and Survey Services Department and to supplement this instrument with additional questions of local concern and interest. This decision was based upon three major considerations: (1) the time and cost of developing a locally valid and reliable instrument was prohibitive; (2) the district lacked the appropriate hardware and software to appropriately score, analyze and report the results of the survey; (3) the potential to compare the district results with a national comparison group was considered beneficial.

The High School Follow-up Survey, an instrument designed by ACT, was selected for the study (a complete copy of this instrument may be found in the Appendix of this report). The purpose of the High School Follow-up Survey is to examine the opinions, impressions and concerns of former students. This instrument is four pages in length and may be optically scanned. It requires approximately 25 minutes to complete and contains the following sections:

Section One — contains a variety of demographic and background items including social security number, age, sex, ethnic group, present status and level of education completed.

Section Two — addresses students' post-secondary educational plans and experiences (respondents who have not attended college, and do not plan to attend soon, are directed to skip this section of the instrument). This set of items includes questions regarding the reasons students are attending college, college major, the type of college attended, and the number of years of college they have completed.

Section Three — includes a series of questions related to the employment history of students. Subsections are included for students who are unemployed, currently employed, or who have held at least one full-time job since graduation. The items in this section deal with job satisfaction, salary, problems in obtaining employment, and the value of the job preparation received in high school.

Section Four — contains items that permit students to evaluate their high school with the quality of services and programs offered by the school. Students are asked to identify their level of satisfaction with a variety of characteristics of the school environment. This section also requests students to evaluate the overall quality of their high school courses and the help they received in specific ability and skills areas.

Section Five — requests the current mailing address of students and of someone who will be able to forward mail to them.

Section Six — contains answer spaces for up to 30 additional items designed by the district.

Section Seven — provides space for comments and suggestions concerning the school and its programs.

A sheet of additional items of particular interest in the district accompanied each mailed questionnaire. This set of additional items comprised eight multiple choice questions and two open-ended questions. A complete copy of these additional questions may also be found in the Appendix of this report.

II. Procedures

Since former students are no longer available as a group the standard methods available to obtain follow-up information include using the mail, phone or face-to-face interview. The extent of information requested was too long to be conducted over the phone and this approach would limit responses to only those individuals who have phones. The cost of conducting direct interviews combined with the potential risks of sampling errors eliminated this method from further consideration. It was determined that the most appropriate and cost-effective approach would be to collect follow-up information through the mail.

Using the mail to conduct this follow-up survey had several advantages. First, every individual in the target group could be sent a survey. This eliminated a possibility of sampling errors. Second, it produced a higher response rate for a lower cost when compared with the other available methods. Finally, the initial research design identified a variety of procedures for insuring a high response rate while minimizing potential response biases. The preliminary planning of the design of the study along with the generation of a Computerized Management Information System took eight weeks to complete.

A computerized file of relevant data from former students was created by Salt Lake City School District's Department of Data Processing and Child Accounting. Data originated on the district's mainframe computer was downloaded and converted to a micro computer environment. A data base file was created to record and track all participants, their response status, and to record additional address changes. This file allowed for the generation of mailing lists, labels, and reports and for the processing of individualized form letters.

Lists of potential respondents were sorted by zip code, school, year, and last name. Mailing labels and personalized form letters were developed for each potential respondent. For the first mailing, packets consisted of: an individualized cover letter printed on school stationary and signed by the high school principal (see Appendix for example); a survey instrument and a one-page insert of locally developed questions; a lead #2 pencil; and a postage-paid return envelope.

Each packet was mailed in a 9-inch by 12-inch envelope (see Appendix for example). Printed on the outside of each envelope was the notation "IMPORTANT DOCUMENTS RESPONSE REQUESTED." Packets were mailed at a third-class nonprofit rate with the following instructions: Do Not Forward, Address Correction Requested, and Return Postage Guaranteed. Numerous address corrections were received. Updated information was entered on the computer file and potential respondents were mailed a new packet.

A follow-up postcard was developed to remind individuals who had not returned their survey (see Appendix for example). This postcard was mailed to every former student who had not previously responded. At the same time, staff at each school was provided a list of students who had not responded. Phone calls conducted by parent and student volunteers encouraged former students to respond. Wrong addresses were corrected and new packets were mailed.

After completion of postcard mailings and telephone contacts, a third and final mailing was undertaken. The contents of the third mailing consisted of: a revised personalized cover letter from the high school principal (see Appendix for example), a survey instrument, a one-page insert of locally developed questions, a #2 lead pencil, and a postage-paid return envelope.

All responses were collected for nine weeks after the mailing of the last packet. Every returned response was reviewed to ensure that the answer sheet could be optically scanned and computer scored. Lightly written responses or those completed in pen were darkened with a soft lead pencil. Stray marks on timing lines were erased.

Initial analysis for the High School Follow-up Survey was accomplished by ACT in Iowa City, while a comparative analysis and an analysis of open-ended responses were conducted by Salt Lake City School District staff. The High School Follow-up Survey was scored and computer reports were produced that provided findings for each item. Fifteen subgroups were previously identified and reports produced a cross-tabulation of the response patterns of each subgroup. Open-ended questions were coded and analyzed using standard quantitative techniques and statistics. Then, the qualitative content of the group questionnaires was analyzed. This involved "sifting" the responses to each question until major themes emerged. The number of times that each theme appeared among the group responses was then recorded. This method of scoring tries to capture the inner experience of former students' comments. The information is reported in a way that is directly reflective of what former students have told us. Reports were compiled for every high school and broken down by each of the three years studied (1986-87, 1989-90, and 1990-91). Each high school report was then combined to develop a district level composite report.

III. Response Summary

Any student who was a high school senior during the 1986-87, 1989-90 or 1990-91 school year received a survey packet. Surveys were initially distributed to 3,990 previous Salt Lake City School District students. Table One, contains information concerning the response former students made to completing the survey. Data used to generate initial address lists were either one, two or five years old. The district does not update student addresses after a student's senior class has graduated. Therefore, 1,421 students (35.6% of the population) could not be contacted at the address they had as high school seniors. Of these 1,421 we identified 411 individual address changes. Each address change was recorded on the computer and a new survey packet was mailed. The remainder, 1,010 (25.3%) students, had their survey material returned by the post office as being undeliverable and despite extensive follow-up procedures, it was not possible to locate updated information on individuals in this category.

Table 1: Survey response rates

RESPONSE SUMMARY BY SCHOOL

Number Mailed	1,340	1,180	965	605	3,990
Number Returned As Undeliverable	294	273	193	250	1,010
Approximate Number Contacted	1,046	907	672	355	2,980
Number Scored	514	423	251	93	1,292*
Response Rate	49.14%	46.64%	37.35%	26.20%	43.36%

* INCLUDES 11 ADDITIONAL UNASSIGNED RESPONSES

The number undeliverable was subtracted from the total number of surveys mailed (3,990 - 1,010 = 2,980). The remaining number represents the approximate number of students who actually received a copy of the survey. An effective response rate is calculated by dividing the number of returned surveys by the approximate number of students who received the survey packet (1,292 / 2,980 = 43.36%). The overall response rate average for the district was 43.36% and ranged from a low of 26.2% at Salt Lake Community High School to a high of 49.14% at Highland High School.

IV. Preliminary Considerations

Before discussing the results of the survey, several considerations regarding the survey data and comparisons presented in this summary should be considered. Based on the relatively low number of items omitted by former students, one can assume they took the survey seriously and provided thoughtful and complete information.

As a group, the individuals who responded to the survey should not be viewed as constituting the random sample that is necessary to draw conclusion about all former high school students. Table 2, provides data indicating the demographic differences found when comparing characteristics of the study population with the response group. The larger the difference, the greater the potential risk of a response bias error. For example, the number of individuals with disabilities responded at somewhat similar rate, given their representation in the original population. By comparison, females are somewhat over-represented in the response sample. Although there are some differences, the respondents represent a significantly large and broad range of student views, opinions and outcomes.

RESPONSE SUMMARY BY SUB-GROUP

Table 2: Demographic characteristics of the study population and the response group

Male	49.4 %	41.3 %
Female	50.6 %	58.7 %
Disabled	12.4%	11.1%
Minority	21.9%	14.9 %
1987 Class	35.2 %	29.1 %
1990 Class	33.4%	34.1 %
1991 Class	31.4%	35.9 %

The ethnic distribution of students who responded to the survey indicates that the majority were Caucasian / White (85.7%); followed by Asian American / Oriental / Pacific Islander (6.0%); Mexican-American / Mexican Origin (3.6%); Puerto Rican / Cuban / Other Latino or Hispanic (1.9%); African-American / Black (1.2%); Native American / Indian / Alaskan / Hawaiian (1.0%) and Other (.6%). Females responded at a greater rate (58.7%) than did males (41.2%).

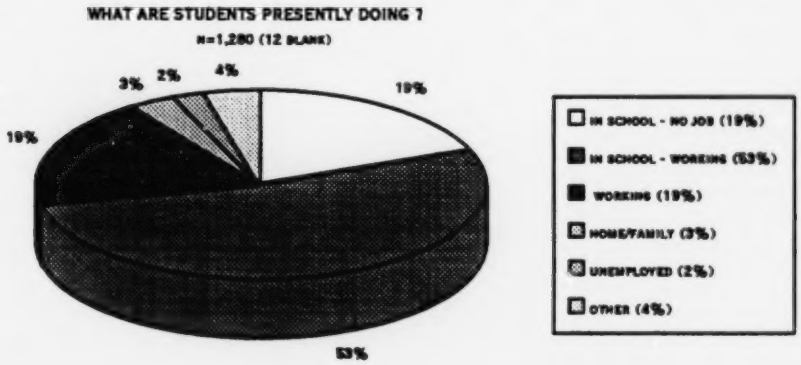
In each of the following sections a brief narrative will describe the key findings for each section of the survey. This narrative is based on the district composite report. It should be noted that percentages throughout this report have been corrected to eliminate the effects of missing data. Thus, the reported percentages are based only on respondents who actually marked an item and the percentages of missing data are not reported. This provides a much clearer picture of the attitudes and outcomes of those who actually responded to the survey items.

V. Background Information

A. What Students Are Presently Doing

Demographic and background information provided by former students responding to the survey indicates that most students (53%) were in school and working. The number of students who were in school without a job (19%) was identical to the number of students who were working and not in school (19%).

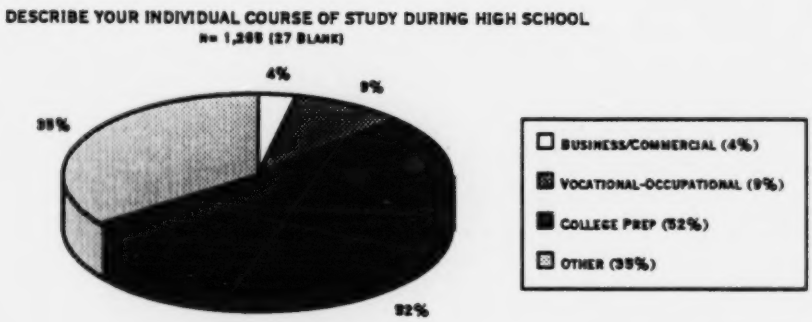
Figure 2: What former students were doing at the time they completed the survey



B. Course of Study Selected By Students

A majority of students described their individual program of study during high school as college preparatory (52%) while the next highest group of students (35%) not seeing their high school studies as business/commercial, vocational/occupational or college preparatory, opted to describe their high school program as "other."

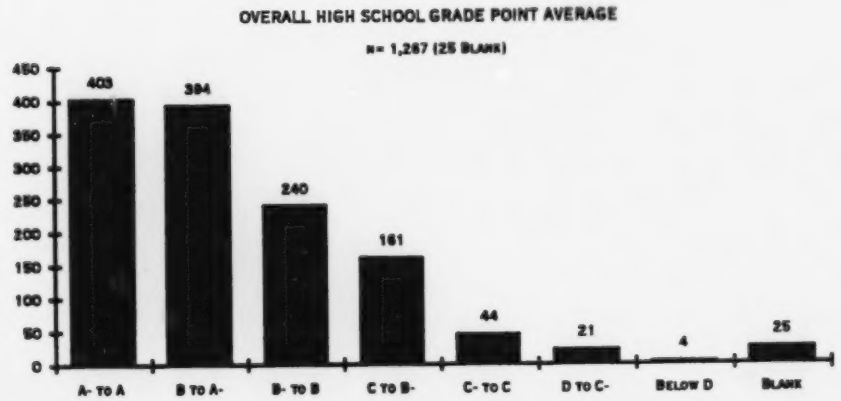
Figure 3: How former students would describe their individual course of study during high school



C. Grade Point Average

Most students (81.8%) reported a high school grade point average (GPA) of B- or higher.

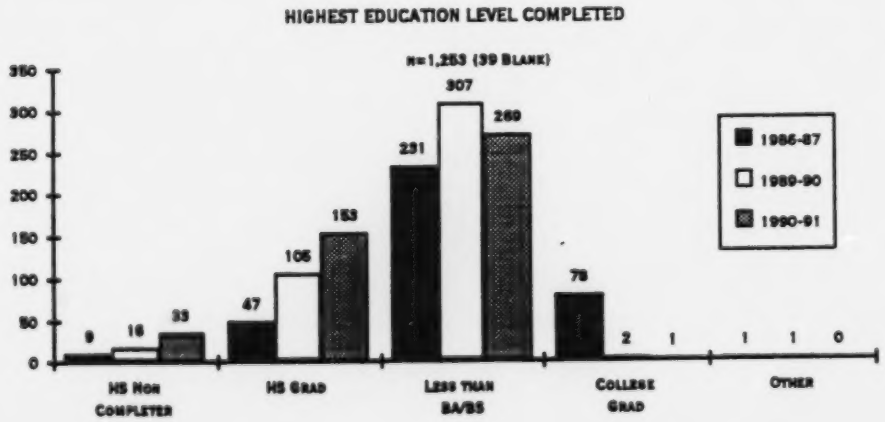
Figure 4: High school GPA of individuals who responded to the survey



D. Highest Education Level

Most students (64.3%) had completed some post secondary education below the bachelor's level. Twenty- four percent indicated that their high school diploma was the highest educational level they had completed. Of the 377 former students in the 1986-87 class who responded to the survey, twenty-one percent reported graduating with a bachelor's degree five years after they left high school.

Figure 5: Highest level of education completed by former students given the year of their graduation class

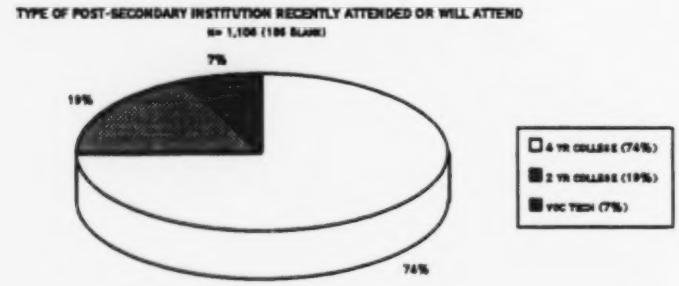


VI. Continuing Education

A. Post-Secondary Plans

A large majority of former students (83.4%) indicated they had attended or planned to attend a post-secondary institution. Most former students (74.5%) indicated they are continuing their education to obtain a four-year degree or higher.

Figure 6: Type of post-secondary institution former students attend or plan to attend

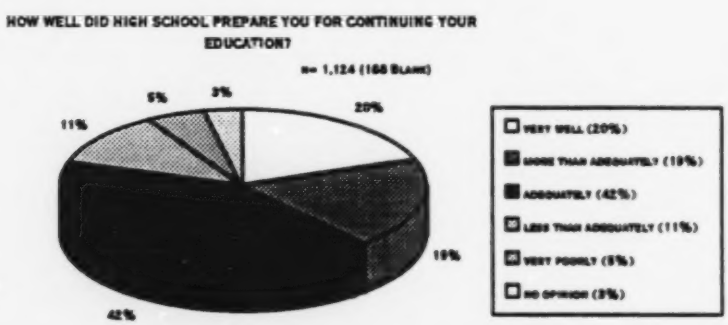


Former students indicated Health Science (14.3%), Business Management (12.5%), and Social Science (9.8%) were their most frequently planned area of study or college majors. The least frequent areas were: religion/philosophy/theology, foreign language, mathematics, home economics, and agriculture.

B. Relevance of High School for Continuing Education

Over one-third (38.6%) of former students indicated they were "very well" or "more than adequately" prepared to continue their education while, 41.5% said they were "adequately" prepared, and 16.7% indicated that they were "less than adequately" or "very poorly" prepared to continue their education.

Figure 7: How well former students believed high school prepared them to continue their education

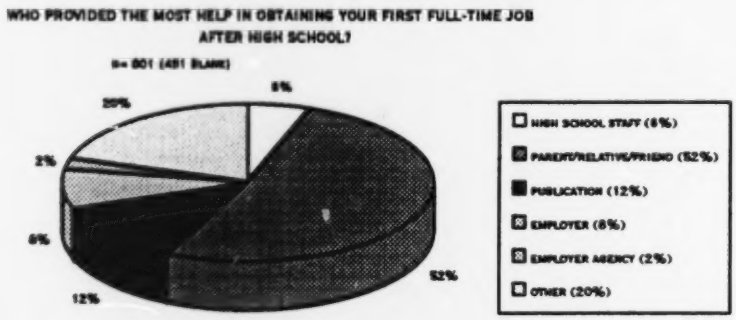


VII. Employment History

A. Work Experience

A majority of former students (62%) reported they have held at least one full-time job since leaving high school. Over half of these former students (51.7%) indicated that a parent, friend, or relative had provided them the most help in obtaining their first job.

Figure 8: The source who assisted former students obtain their first full-time job

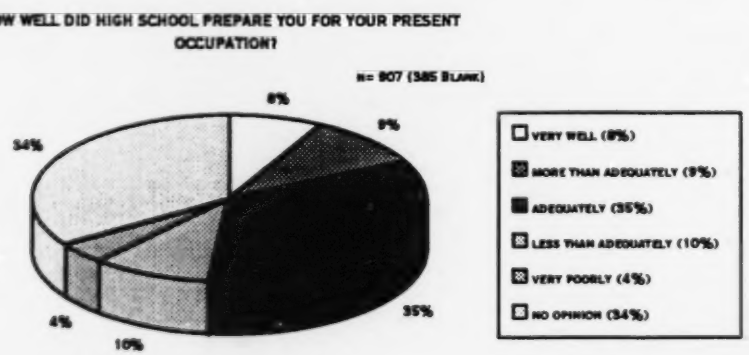


Former students looking for their first full -time job expressed finding major problems with finding a job that paid enough; finding the kind of job they wanted to do; and deciding what they wanted to do. Conversely, they reported no problems with completing a job application; age, race, or sex discrimination; or scheduling interviews.

B. Relevance of High School for Employment

Seventeen percent of former students indicated that they were "very well" or "more than adequately" prepared for their present job, while (34.4%) said they were adequately prepared and (13.9%) reported they were "less that adequately" or "very poorly" prepared.

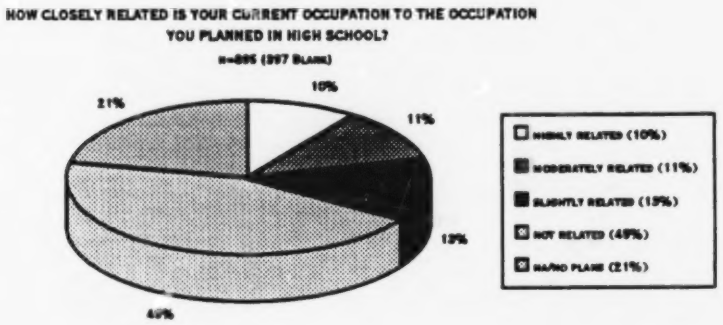
Figure 9: How well high school prepared students for their present occupation



C. Relevance of Present Position

Some former students (10.1%) found a high relationship between their current job and the occupation they planned in high school while (44.4%) reported finding no relationship.

Figure 10: How closely related a former student's job is to the occupation planned in high school



D. Job Satisfaction

When asked to indicate their satisfaction with different aspects of their present job, responses ranged from a high of 4.09 to a low of 2.86 on a five point scale (5= very satisfied, 3= neutral, 1=very dissatisfied). Former students expressed the most satisfaction with location (mean (m)=4.09) and working conditions (m=3.88) and reported being least satisfied with career potential (m=2.86).

VIII. High School Experiences

A. Satisfaction with High School

Former students were asked to indicate their level of satisfaction with a variety of high school experiences. This section consisted of 36 items grouped under five headings: services, activities, academics, facilities, and general aspects. Scores ranged from a high of 4.04 to a low of 2.98 on a five-point scale (5 = very satisfied, 3 = neutral, 1 = very dissatisfied).

Table 3: Level of satisfaction with different aspects of the high school experience

FIVE MOST AND LEAST SATISFIED ASPECTS OF FORMER STUDENT'S HIGH SCHOOL EXPERIENCE

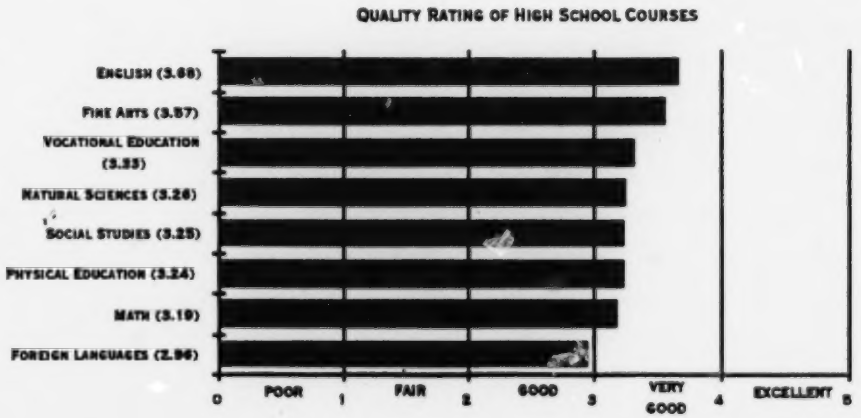
MOST SATISFIED	RANK	LEAST SATISFIED
PHYSICAL EDUCATION FACILITIES	1	CLASS SIZE
FINE ARTS ACTIVITIES	2	VOICE IN DECISION MAKING
SPECIAL ACADEMIC PROGRAMS	3	PRACTICAL WORK EXPERIENCE
SPORTS-RELATED ACTIVITIES	4	SPECIAL TUTORIAL ASSISTANCE
FLEXIBILITY TO SELECT YOUR OWN CLASSES	5	AVAILABILITY OF ADMINISTRATORS

Former students found their high school experience most helpful in the following areas: writing effectively (m = 3.15) and understanding written information (m = 3.15) and least helpful in the area of managing personal/family finances (m = 2.16).

B. Students Quality Rating of High School Courses

Former students rated the quality of their high school courses. The figure below displays the averages for the course rankings. Scores are on a five point scale (5 = Excellent, 3= Good, 1 = Poor)

Figure 11: Mean rating given to the quality of different high school courses

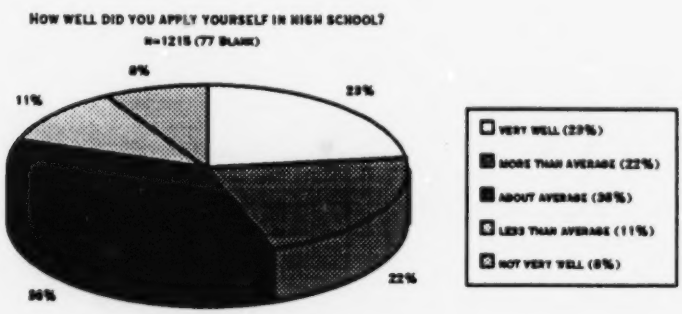


Questions of Local Interest

A. How Well Students Applied Themselves in High School

When asked how well they applied themselves in high school a majority of students (80.6%) said they were "average" or above, while (19.4%) reported "less than average" or "not very well."

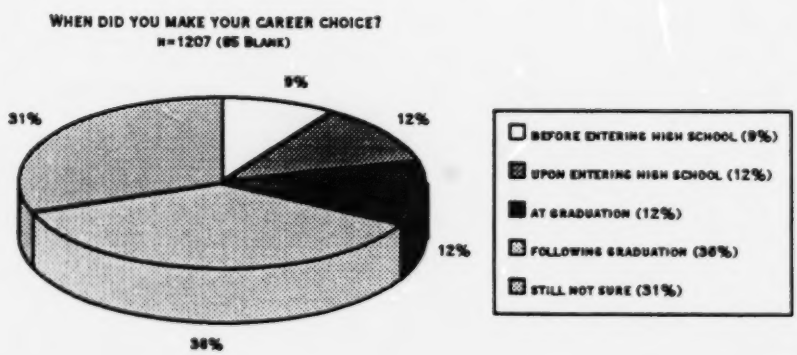
Figure 12: How well former students reported applying themselves in high school



B. When Students Choose A Career

Fifty-one percent of former students surveyed reported they had a definite career goal, while the remainder indicated they were either somewhat uncertain (42.5%) or had no career goal (6.3%). When asked at what point they had made a career choice (36%) indicated it was following their graduation.

Figure 13: When students had decided on a career choice



C. Most and Least Valuable Aspects of High School

Sixty-three percent of all former students who responded to the survey also completed the open-ended questions which had been inserted into each survey packet. The table below illustrates the five most and least valuable high school experiences based on the frequency they were found within students' written responses.

Table 4: What former students reported as being the five most and least valuable high school experiences

FIVE MOST AND LEAST VALUABLE ASPECTS OF FORMER STUDENTS' HIGH SCHOOL EXPERIENCE

MOST VALUABLE	RANK	LEAST VALUABLE
TEACHERS	1	TEACHERS
FRIENDS/SOCIAL LIFE	2	FRIENDS/SOCIAL LIFE
ADVANCE PLACEMENT COURSES	3	PHYSICAL EDUCATION COURSES
ENGLISH COURSES	4	ADMINISTRATORS
SPORTS (TIE) ABILITY TO DEVELOP SOCIAL SKILLS	5	MATH COURSES

X. Student Recommendations

This section presents recommendations from former students who completed the survey. The recommendations listed are in rank order, based on the frequency they were found in the comment sections of the survey.

A. Increase Practical "Real Life" Courses

I would suggest more practical courses along with regular classes. You need more computer, financial, math and budgeting classes.
Class of 1987

Provide a class or workshop every year (for seniors especially) that would teach job hunting and resume writing along with a career search workshop. Give options, how do we know what to do if we don't know what options are available.
Class of 1987

My only suggestion would be to include more vocational—type training.
Class of 1990

I would recommend a lot of apprentice-type programs so students can really experience what they might want to do for a career.
Class of 1991

B. Increase Career Guidance in Planning your Future

Prepare students for college placement tests such as ACT and SAT throughout high school not just the senior year. There was no college guidance and preparation given to me before my senior year, even though I needed it.
Class of 1987

The least valuable experience I had was the career testing that "told" us what we would be best at. I felt somewhat confined by this and I didn't change that until I spoke with a university counselor.
Class of 1987

There did not seem to be an organized system of letting students know about college or scholarships — even from in-state schools.
Class of 1990

C. Raise Teacher Expectations for Students

Maintain the tight curriculum that I went through — I'd hate to see it slip for my own kids (i.e., math and humanities requirements).
Class of 1987

More intense and complex assignments, also an honest look at the real world.
Class of 1987

High School is too easy to just breeze through without acquiring any aspirations.
Class of 1990

Probably just more teachers that were enthusiastic about teaching, who love what they are doing and who love the people they're teaching. A curriculum that is slightly more rigorous with enthusiastic teachers would do the trick.
Class of 1990

AP classes must be made more rigorous and more difficult to prepare students for college classes.
Class of 1991

Maybe being harder on kids to graduate. Let them see how hard it is without a high school degree.
Class of 1991

D. Increase College Prep/Advance Placement Programs

AP Courses I took were of the most academic value — US History, European History, English, Calculus — Chemistry. However, the business courses I completed were of an infinitely practical value that have made my life easier, especially in finding temporary jobs and in typing papers for college. These were accounting, typing and word processing.
Class of 1987

I would recommend requiring chemistry, physics, biology, and calculus. Without a high school introduction, college courses are extremely difficult. The U of U assumes basic proficiency in these subjects, even in their introductory courses. I found Physics and Chemistry to be very difficult at the University level.
Class of 1987

E. Increase Emphasis on Developing Writing Skills

High School Students need more emphasis on writing skills (mostly essay writing) and definitely study skills. It would also be helpful to let students know how to register for college classes and how all the credit stuff works, because it can be so confusing.
Class of 1991

I recommend a more comprehensive writing program. We are continually reminded at the university about how many students can graduate from high school without really knowing how to write competently.
Class of 1987

Appendix Contents

Survey Instrument 23

Locally Developed Questions 27

Cover Letter for First Mailing 29

Mailing Envelope 30

Follow-Up Postcard 31

Cove Letter for Final Mailing 32

Cost Summary 33

HIGH SCHOOL FOLLOWUP SURVEY

DIRECTIONS: The information you supply in this questionnaire will be kept confidential. The data will be used for research purposes and to help improve the educational experiences offered at this high school. Your name, address, and identification number will not be listed on any report. If, however, any question requests information that you do not wish to provide, feel free to omit it.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. **DO NOT** use a ball-point pen, nylon-tip or felt-tip pen, marker, or colored pencil. Some items may not apply to you or to this high school. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then mark the correct oval. Select only **ONE** response for each item.

PAGE 1 USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your identification number (Social Security number) in Block A. Then, in the columns below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A IDENTIFICATION NUMBER (Social Security Number)

B AGE
- 18 and Under
- 19
- 20
- 21 to 22
- 23 to 24
- 25 to 26
- 27 to 30
- 31 to 40
- Over 40

C RACIAL/ETHNIC GROUP
- Asian American (Oriental, Pacific Islander)
- Other

D WHICH OF THE FOLLOWING *BEST* DESCRIBES WHAT YOU ARE CURRENTLY DOING? (Select Only One Option)
- Continuing My Education and Not Employed
- Employed Part-Time and Not Continuing My Education
- Employed Full-Time and Not Continuing My Education
- Self-Employed (Farm or Business Owner, etc.)
- Serving in the Armed Forces
- Caring for a Home/Family
- Unemployed
- Other

E INDICATE THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED
- High School Not Completed
- High School Diploma or Equivalent
- Some College-Level Work Completed
- Technical Program Certificate or Diploma
- Associate Degree (2-Year Program)
- Bachelor's Degree
- Master's Degree
- Doctor's or Professional Degree
- Other

F HOW MANY YEARS HAS IT BEEN SINCE YOU LAST ATTENDED THIS HIGH SCHOOL? (To the Nearest Year)
- Less Than 1 Year
- 1 Year
- 2 Years
- 3 Years
- 4 Years
- 5 Years
- 6 to 10 Years
- Over 10 Years

G WHAT WAS YOUR OVERALL HIGH SCHOOL GRADE POINT AVERAGE AT THE TIME YOU LEFT THIS HIGH SCHOOL?
- A to A- (3.50-4.00)
- B to A- (3.00-3.49)
- B- to B (2.50-2.99)
- C to B- (2.00-2.49)
- C- to C (1.50-1.99)
- D to C- (1.00-1.49)
- Below D (0.00-0.99)

H APPROXIMATELY HOW LONG WERE YOU ENROLLED AT THIS HIGH SCHOOL?
- Less Than 1 Year
- 1-1½ Years
- 2-2½ Years
- 3-3½ Years
- 4 Years
- 5 or More Years

I HOW WOULD YOU DESCRIBE YOUR *INDIVIDUAL* PROGRAM OF STUDY DURING HIGH SCHOOL?
- Business or Commercial
- Vocational-Occupational
- College Preparatory
- General or Other

J HOW FAR FROM THIS HIGH SCHOOL ARE YOU CURRENTLY LIVING?
- Less Than 25 Miles
- 25 to 99 Miles
- 100 to 199 Miles
- 200 to 500 Miles
- More Than 500 Miles

K SEX
- Male
- Female

SECTION II—CONTINUING EDUCATION

Complete this section **ONLY** if you have ever attended a postsecondary institution (college, technical school, university, etc.), or are planning to attend such an institution during the next academic year. If you have not attended a postsecondary institution, and do not plan to continue your education within the next year, skip to Section III.

A FOR WHAT REASON DID YOU DECIDE TO CONTINUE YOUR EDUCATION?
- To Take a Few Job-Related Courses
- To Take a Few Courses for Self-Improvement or Personal Satisfaction
- To Take a Course Necessary for Transferring to Another College
- To Obtain or Maintain a Certification
- To Complete a Vocational/Technical Program
- To Obtain an Associate Degree (2-Year)
- To Obtain a Bachelor's Degree (4-Year)
- To Obtain a Master's Degree
- To Obtain a Doctorate or a Professional Degree
- No Definite Objective in Mind

B DESCRIBE THE TYPE OF POSTSECONDARY INSTITUTION YOU MOST RECENTLY ATTENDED (or will attend if not yet in college).
- Public College or University
- Private College or University
- Public Community/Junior College
- Private Junior College
- Vocational/Technical School
- Hospital School of Nursing
- Other Type of Postsecondary Institution

C COLLEGE MAJOR OR PLANNED AREA OF STUDY

Using the List of College Majors and Occupational Choices included with this questionnaire, select the one code that best describes your educational program. Write this code in the boxes at the top of Block C, and blacken the appropriate oval in the column below each box.

D APPROXIMATELY HOW MANY YEARS OF POSTSECONDARY EDUCATION HAVE YOU COMPLETED?
- I Have Not Yet Begun My Postsecondary Education
- Less Than 1 Year
- 1-1½ Years
- 2-2½ Years
- 3-3½ Years
- 4 Years
- 5 or More Years

E HOW WELL DID THIS HIGH SCHOOL PREPARE YOU FOR CONTINUING YOUR EDUCATION?
- Very Well
- More Than Adequately
- Adequately
- Less Than Adequately
- Very Poorly
- No Opinion/Not Sure

© 1985 by The American College Testing Program. All rights reserved.

BEST COPY AVAILABLE

SECTION III—EMPLOYMENT HISTORY

Please respond to the following questions regarding your employment history since you left this high school. Complete only the parts of this section that apply to you.

PART 1: Complete questions A through D ONLY if you have held at least one full-time job after leaving high school. If not, skip to Part 2.

A WHICH OF THE FOLLOWING SOURCES PROVIDED THE MOST HELP IN OBTAINING YOUR FIRST FULL-TIME JOB AFTER HIGH SCHOOL? (Select Only One Option)

- High School Counselors
- High School Teachers
- High School Administrators
- Parent or Relative
- Newspaper/Trade Publications
- Friend
- Recruited by Employer
- Public/Private Employment Agency
- College Placement Office Counselors/Faculty
- Other

B DID THIS HIGH SCHOOL PROVIDE ASSISTANCE TO YOU IN OBTAINING YOUR FIRST FULL-TIME JOB AFTER HIGH SCHOOL?

- No, I Did Not Seek Help From My High School
- No, but I Needed Help
- Yes, and It Was Helpful
- Yes, but It Was Not Helpful
- Does Not Apply

C HOW MANY FULL-TIME JOBS HAVE YOU HELD SINCE LEAVING THIS HIGH SCHOOL?

- 1
- 2
- 3
- 4
- 5 or More

D INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR PROBLEM, MINOR PROBLEM, OR NOT A PROBLEM IN OBTAINING YOUR FIRST FULL-TIME JOB AFTER HIGH SCHOOL

	MAJOR PROBLEM	MINOR PROBLEM	NOT A PROBLEM
Deciding What I Wanted to Do	○	○	○
Knowing How to Find Job Openings	○	○	○
Scheduling Interviews	○	○	○
Writing a Resume, Vita, or Letter of Introduction	○	○	○
Finding a Job That Paid Enough	○	○	○
Completing a Job Application	○	○	○
Finding a Job for Which I Was Trained	○	○	○
Finding a Job Where I Wanted to Live	○	○	○
Finding the Kind of Job That I Wanted	○	○	○
[illegible]	○	○	○

PART 2: Complete questions E through H ONLY if you are currently employed at least half time. If not, skip to Part 3.

E WHICH OF THE FOLLOWING BEST DESCRIBES YOUR CURRENT TYPE OF OCCUPATION? (Select Only One Option)

- Clerical or Secretarial Worker (Typist, Bookkeeper, etc.)
- Professional, Technical, Kindred (Lawyer, Teacher, Accountant, Medical Technician, etc.)
- Craftsman or Foreman (Carpenter, Sheet Metal, etc.)
- Proprietor, Manager, Business Owner
- Farmer, Rancher
- Laborer (Construction Worker, Longshoreman, etc.)
- Sales Worker (Retail Sales, Insurance Sales, etc.)
- Heavy Equipment or Vehicle Operator
- Service Worker (Janitor, Cook, etc.)
- Bench Worker (Assembler, Welder, etc.)
- Other

F HOW WELL DID YOUR EDUCATION AT THIS HIGH SCHOOL PREPARE YOU FOR YOUR PRESENT OCCUPATION?

- Very Well
- More Than Adequately
- Adequately
- Less Than Adequately
- Very Poorly
- Does Not Apply (Unclear)

G HOW CLOSELY RELATED IS YOUR CURRENT OCCUPATION TO THE OCCUPATION YOU PLANNED IN HIGH SCHOOL?

- Does Not Apply to Me—Had No Clear Plan in High School
- Highly Related
- Moderately Related
- Slightly Related
- Not Related

H INDICATE YOUR SATISFACTION WITH EACH OF THE FOLLOWING ASPECTS OF YOUR PRESENT JOB

	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
Challenge	○	○	○	○	○
Location	○	○	○	○	○
Salary and Benefits	○	○	○	○	○
Advancement Potential	○	○	○	○	○
Working Conditions	○	○	○	○	○
Career Potential	○	○	○	○	○

PART 3: Complete these questions ONLY if you are currently unemployed. If not, skip to Section IV.

I INDICATE THE PRIMARY REASON YOU ARE NOW UNEMPLOYED

- Have Been Unable to Find a Part-Time Job Since Leaving High School
- Was Laid Off by Employer
- Quit to Find Another Job
- Health/Personal Reasons
- Do Not Desire Employment at This Time (In School, Traveling, etc.)
- Other

J HOW LONG HAVE YOU BEEN ACTIVELY SEEKING EMPLOYMENT?

- Not Seeking Employment
- Less Than 1 Month
- 1 to 3 Months
- 4 to 6 Months
- 7 to 12 Months
- 1 to 2 Years
- Over 2 Years

SECTION IV—HIGH SCHOOL EXPERIENCES

Please complete each of the following questions related to your education at this high school.

A INDICATE YOUR LEVEL OF SATISFACTION WITH EACH OF THE FOLLOWING ASPECTS OF THIS HIGH SCHOOL BY BLACKENING THE SINGLE MOST APPROPRIATE OVAL IN EACH CASE. IF ANY ITEM DOES NOT APPLY TO YOU OR TO THIS HIGH SCHOOL, FILL IN THE OVAL IN THE "DOES NOT APPLY" COLUMN AND CONTINUE ON TO THE NEXT ITEM.

		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
SERVICES	1. School district transportation system (buses, etc.)	O	O	O	O	O	O
	2. Guidance services (counseling, college planning, etc.)	O	O	O	O	O	O
	3. Special academic programs (Accelerated/Gifted Ed., Special Ed., etc.)	O	O	O	O	O	O
	4. Special tutorial assistance (Remedial Reading, tutors, etc.)	O	O	O	O	O	O
ACTIVITIES	5. Sports-related activities	O	O	O	O	O	O
	6. Fine Arts activities (Band, theater, art exhibits, etc.)	O	O	O	O	O	O
	7. School-sponsored social activities (dances, etc.)	O	O	O	O	O	O
	8. Student organizations (Science Club, FFA, Pep Club, etc.)	O	O	O	O	O	O
ACADEMIC	9. Textbooks and instructional materials used in your classes	O	O	O	O	O	O
	10. Variety of courses offered by this high school	O	O	O	O	O	O
	11. Practical work experience offered by this high school	O	O	O	O	O	O
	12. Flexibility to select your own classes	O	O	O	O	O	O
	13. Quality of classroom instruction	O	O	O	O	O	O
	14. Testing/grading procedures	O	O	O	O	O	O
	15. Attitude of the teachers/administrators toward students	O	O	O	O	O	O
	16. Availability of teachers outside of class hours	O	O	O	O	O	O
	17. Availability of administrators	O	O	O	O	O	O
	18. Class size	O	O	O	O	O	O

		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
FACILITIES	19. Classroom facilities	O	O	O	O	O	O
	20. Library or learning resource center	O	O	O	O	O	O
	21. Home Economics facilities	O	O	O	O	O	O
	22. Physical Education facilities (gymnasium, playing fields, etc.)	O	O	O	O	O	O
	23. Music, Drama/Art facilities (auditorium, art studios, etc.)	O	O	O	O	O	O
	24. Industrial Arts facilities	O	O	O	O	O	O
	25. Cafeteria/lunchroom facilities	O	O	O	O	O	O
	26. Study areas	O	O	O	O	O	O
	27. General condition of the buildings and grounds	O	O	O	O	O	O
	28. Parking facilities	O	O	O	O	O	O
GENERAL	29. Students' voice in the decision-making process	O	O	O	O	O	O
	30. School rules governing student conduct	O	O	O	O	O	O
	31. Personal security/safety at this school	O	O	O	O	O	O
	32. Student government	O	O	O	O	O	O
	33. Concern for you as an individual	O	O	O	O	O	O
	34. Attitude of the non-teaching staff toward students	O	O	O	O	O	O
	35. Racial harmony at this high school	O	O	O	O	O	O
	36. This high school in general	O	O	O	O	O	O

MAKE NO STRAY MARKS ON THIS FORM

BEST COPY AVAILABLE

PAGE 4 — DO NOT TEAR OR STAPLE THIS FORM

SECTION IV Continued

B HOW MUCH DO YOU FEEL YOUR HIGH SCHOOL EXPERIENCES HELPED YOU IN EACH OF THE FOLLOWING AREAS?

A LOT · SOME · A LITTLE · NOT AT ALL

- Writing Effectively
- Speaking Effectively
- Understanding and Applying Mathematics in Your Daily Life
- Understanding Written Information
- Managing Personal/Family Finances
- Caring for Your Own Mental and Physical Health
- Understanding Your Rights and Responsibilities as a Citizen
- Understanding Different Beliefs and Cultures
- Understanding and Appreciating the Arts
- Working Independently
- Organizing Your Time
- Planning and Coordinating Group Projects
- Defining and Solving Problems
- Leading/Guiding Others
- Analyzing Ideas and Reaching Appropriate Conclusions

C PLEASE RATE THE OVERALL QUALITY OF YOUR HIGH SCHOOL COURSES. IF YOU DID NOT TAKE ANY COURSES IN A PARTICULAR SUBJECT AREA, BLACKEN THE "DOES NOT APPLY" OVAL.

EXCELLENT · VERY GOOD · GOOD · FAIR · POOR · DOES NOT APPLY

- English
- Mathematics
- Social Studies (History, Government, Psychology, etc.)
- Natural Sciences (Biology, Chemistry, Physics, etc.)
- Foreign Languages
- Fine Arts (Music, Art, etc.)
- Physical Education
- Vocational Education (Data Processing, Industrial Arts, Business, etc.)
- Other Courses

D BASED UPON YOUR EXPERIENCES FOLLOWING HIGH SCHOOL, WHAT ONE COURSE NOT OFFERED BY THIS HIGH SCHOOL WOULD HAVE HELPED YOU THE MOST, HAD IT BEEN OFFERED? (Please Describe)

SECTION V—MAILING ADDRESSES

PLEASE PRINT YOUR NAME AND CURRENT ADDRESS ON THE LINES PROVIDED BELOW.

First Name — M.I. — Maiden Name — Last Name

Street Address/P.O. Box

City — State

ZIP Code — Area Code/Telephone Number

PLEASE PRINT THE NAME AND ADDRESS OF SOMEONE WHO CAN FORWARD MAIL TO YOU, SHOULD YOU MOVE.

First Name — M.I. — Last Name

Street Address/P.O. Box

City — State

ZIP Code — Area Code/Telephone Number

SECTION VI—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra response ovals.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this high school or your high school experiences, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

BEST COPY AVAILABLE

OPEN-ENDED QUESTIONS

1. Looking back, what from your high school experience was:

   most valuable

   least valuable.

2. From the experiences you have had since leaving high school, what changes in high school would you recommend to better prepare students for college and/or employment?

• Turn Over •

SECTION VI • ADDITIONAL QUESTIONS

Circle your responses on this sheet and then copy your responses for items 1-9 on page 4, Section VI-Additional Questions on the answer sheet.

1. How well did you apply yourself in high school?

A. not very well
B. less than average
C. about average
D. more than average
E. very well

2. Did you participate in the Special Education program while in high school?

A. yes
B. no

3. Have you decided on your future career?

A. yes, I have a definite career goal.
B. I am somewhat uncertain about my career goal.
C. no, I do not have a career goal.

4. When did you make your career choice?

A. before entering high school
B. upon entering high school
C. at the time of my high school graduation
D. following my graduation
E. still not sure

5. Since leaving this school, have you applied for admission to any institution of higher education (for example, training schools, area technical centers, community colleges or universities).

A. yes, and I have been admitted.
B. yes, but I have not been admitted.
C. yes, and I have been admitted to and completed my course of study at that institution.
D. no, but I intend to apply in the next year.
E. no, and I don't intend to apply in the coming year.
F. no, but I may apply sometime after the coming year.
G. no, and I do not plan to apply.

6. Indicate which of the statements listed below best describes your current job?

A. I am currently unemployed.
B. my current job has excellent career potential for me.
C. my current job has some career potential for me.
D. my current job is temporary until I find a job in my field.
E. my current job is temporary until I decide what I would like to do for my life's work.
F. other

7. If more funds were available to me, I would be.....

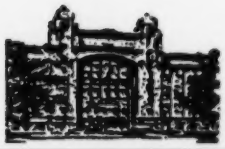
A. doing exactly what I'm doing now.
B. attending a four-year college.
C. attending a <u>different</u> four-year college.
D. attending a junior college.
E. attending a trade/technical school
F. other

8. What is the <u>primary</u> language spoken in your parents' home?

A. English
B. Chinese or Japanese
C. Russian
D. Spanish
E. Tongan
F. Vietnamese
G. a language not listed above

• Turn Over •

EAST
HIGH
SCHOOL



840 South 1300 East
Salt Lake City, Utah 84102
(801) 583-1661
(801) 584-2927 FAX

February 21, 1992

Mary Jones
960 East First South
Salt Lake City, Ut 84102

Dear Mary:

East High School is interested in your opinions about our programs, services, and others aspects of our high school. We need your help! Please take the time to complete the enclosed questionnaire.

The questionnaire will take approximately twenty minutes to complete. Your thoughtful and candid responses to each of the items will be of great value to us. Be assured that the information you provide will be kept confidential. ACT will provide our school district with a summary report. Neither your name nor individual responses will be identified.

East High School thanks you for your willingness to participate in this important project. Please return your completed questionnaire by Friday, March 6th in the enclosed, postage-paid envelope.

We wish you continued growth and success.

Sincerely,

R. Kay Petersen,
Principal

Principal: R. KAY PETERSEN *Asst. Principal:* BRENT FACKRELL *Asst. Principal:* VICKIE INGRAM
Salt Lake City School District

8

Salt Lake City School District
440 East First South
Salt Lake City, Utah 84111-90935

Do Not Forward
Address Correction Requested
Return Postage Guaranteed

Non-Profit Organization
U.S. Postage
PAID
Salt Lake City, Utah
Permit No. 1926

IMPORTANT DOCUMENTS
RESPONSE REQUESTED

36

37

You

Have been selected

Have you rushed your completed survey form back to us?

If you have, thanks! Our correspondence has simply passed in the mails.

If you have not, will you please take the time to respond to the items on the survey and then return it to us as soon as possible?

Your input is vital to us. Our high school is in the process of planning new programs and services for future students, and your responses will assist us in this effort.

Thanks for your help!

W. Ivan Cendose

W. Ivan Cendose,
Principal
Highland High School

WEST HIGH SCHOOL

241 North 300 West
Salt Lake City, Utah 84103
Telephone 355-5347

May 15, 1992

Ralph Mitchell
2983 S 1400 W #27
Salt Lake City, Ut 84117

Dear Ralph:

PLEASE DON'T throw this letter away without reading it. Several weeks ago, we requested that you complete and return a questionnaire about the education and services you have received while a student at our high school. As of this date, we have not received your reply, and we sincerely want your opinions and observations included in the findings of this study.

If you have completed and returned the questionnaire, we thank you for your cooperation and ask that you disregard the enclosed materials. If the original materials did not reach you or if you have misplaced the packet, would you please now take about 20 minutes of your time to complete the enclosed questionnaire. You can be assured of complete anonymity.

You can also be assured that your participation in this study can contribute to the improvement of programs and services available at West High School. Thank you, in advance, for completing the questionnaire and returning it to us in the enclosed, postage-paid envelope. Your assistance is appreciated.

Sincerely,

Harold J. Trussel

Harold J. Trussel,
Principal

SURVEY COSTS

PRINTING AND DUPLICATION	**$ 2,627.42**
MAIL PREPARATION AND POSTAGE	**$ 3,594.38**
SURVEY INSTRUMENTS AND SUPPLIES	**$ 2,756.80**
SCORING, ANALYSIS AND REPORT SUPPLIES	**$ 758.83**
TOTAL COST	**$ 9,737.43**